DOCUMENT RESUME

ED 392 769 SP 036 515

AUTHOR Buckley, Helen; And Others
TITLE An Introductory Study Booklet for OCOD-CTTP Learners.
INSTITUTION Organization for Cooperation in Overseas Development, (St. Lucia).
PUB DATE 93
NOTE 59p.; For related documents, see SP 036 511-517.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adult Students; College Entrance Examinations; *College Preparation; Continuing Education; Delivery Systems; *Distance Education; Elementary Education; Elementary School Teachers; English Instruction; Foreign Countries; General Science; Mathematics Instruction; *Nontraditional Students; Postsecondary Education; Program Content; Program Descriptions; Program Design; Programmed Instructional Materials; Social Studies
IDENTIFIERS *Caribbean; School Based Evaluation; West Indies

ABSTRACT

This publication is an overview and guide to the Comprehensive Teacher Training Programme (CTTP), a four-course distance education program of study for untrained Caribbean elementary and primary school teachers designed to prepare them to pass Caribbean Examinations Council (CXC) examinations for entry into teacher training colleges. The program offers courses in English, mathematics, social studies, and integrated science. An opening section describes the program and its format. A section on the lessons describes their content, format, objectives, components such as exercises and assignments, and the school-based assessments for social studies and science. Another section describes the students' learning packages. The next section presents a study flow chart which outlines the steps in the process: material distribution, start-up session, supply purchase, beginning of study, learner checkpoints and self assessments, telephone assistance, end module tests and their scoring and recording, continued study, advice from tutors, and student journals. A section on other activities describes related questionnaires, term tests, audio tapes, and telephone, peer, and face-to-face assistance. Final sections explain testing, sitting for the CXC examinations, CXC grading, and face-to-face sessions. Lists of materials, supplies, and textbooks are included. (JB)

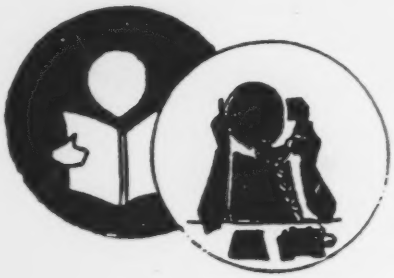
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ORGANIZATION FOR CO-OPERATION IN OVERSEAS DEVELOPMENT
REGIONAL OFFICE
CASTRIES, ST. LUCIA , WEST INDIES

COMPREHENSIVE TEACHER TRAINING PROGRAMME

ED 392 769



AN INTRODUCTORY STUDY BOOKLET FOR OCOD - CTTP LEARNERS

Prepared by

OCOD - CTTP MARKER/TUTORS

and

CTTP PROJECT COORDINATOR

REVISED: 1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

(c) NOT FOR SALE

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Walters
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SP036515
BEST COPY AVAILABLE

DOCUMENTATION INFORMATION

Author / Editor / Compiler:
Ms. Helen Buckley, CTTP Project Co-ordinator

Full Title:
OCOD - CTTP : AN INTRODUCTORY STUDY BOOKLET FOR OCOD-CTTP LEARNERS

Sub title:

Series Title:
OCOD COMPREHENSIVE TEACHER TRAINING PROGRAMME PROJECT

Corporate Publisher:
Organization for Co-operation in Overseas Development

Date: 1993

Pagination: 47 p.

Word processing / Formatting by :

Printed by: Organization for Co-operation in Overseas Development
Regional Office
Villa Apartments, Castries, St. Lucia, West Indies
Phone: 809 - 452-7955 FAX: 809 453-0127
Mrs. Gene Walters, Office Manager

For additional related titles, or titles in the series see verso:

Additional related titles or titles in the series:

1. Academic Upgrading of Unqualified Teachers in the Windward Islands by Distance Teaching, by Errol Miller 1987
2. Facilitating Adult Learning at a Distance: OCOD - CTTP Training Manual , by Lyngrid S. Rawlings 1987
3. Comprehensive Teacher Training Project: Plan of Operation for the Project - Phase 1, by Salasan Assocaites, Inc.
4. The Comprehensive Teacher Training Program (brochure)
5. OCOD Semi-Annual Report to CIDA : Canadian International Development Agency Re: Project # 0100920 - S 22568 15 April 1990
6. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency RE: Project # 010920 - S 22568 15 November 1990
7. OCOD-CTTP Test Evaluation Report, by Dr. Leonard Shorey, 1991
8. OCOD - CTTP Learner Supports Package: Learner Workshops 1991
9. OCOD-CTTP INTEGRATED SCIENCE - SCHOOL BASED ASSESSMENT MARKER / TUTOR HANDBOOK
10. OCOD-CTTP OFFICE MANUAL, by Gene Walters 1992
11. OCOD. Report on the Comprehensive Teacher Training Project (CTTP) to OCOD Board of Directors, Winnipeg, Manitoba, Canada , by Helen Buckley, 22 February 1992
12. OCOD Semi - Annual Report to CIDA: Canadian International Development Agency, re: Project # 010920 - S 37082 by Dr., heather Sharman, 15 April 1992
13. OCOD - CTTP Progress report to OCOD - CTTP Country Co-ordinators and Their National Advisory Committees, by Helen Buckley, October 1992
14. OCOD - CTTP An Innovative and Successful Caribbean Project Using Distance Learning, by Helen Buckley November 1992
15. OCOD - CTTP Revisions Workshop Report 15 - 18 December 1992
16. OCOD - CTTP Update Report for OECS Education Desk April 1993
17. OCOD - CTTP Phase I Wind Down Plan and information for Implementation Phase, 30 April 1993
18. OCOD -CTTP Course Completion Survey on the Delivery Process and the Course Content of the OCOD - CTTP Distance Education Project: Learner Survey 1993

TABLE OF CONTENTS

Page

1.0 Introduction

2.0 Contents of the Course

3.0 Lessons Content

4.0 School Based Assessments

5.0 Contents of Learner Packages

- 5.1 English
- 5.2 Mathematics
- 5.3 Social Studies
- 5.4 Integrated Science

6.0 Study Flow Chart

7.0 Other Activities in the Delivery Process

- 7.1 Learner Questionnaires
- 7.2 Unit/Term Tests
- 7.3 Audio Tapes
- 7.4 Telephone Tutoring/Counselling
- 7.5 Peer Tutoring/Study Partners
- 7.6 Face to Face Sessions and Distance Education
- 7.7 Recommended Topics for Future Face to Face Sessions

8.0 The End of Module Test

- 8.1 Making and Grading the EMT
- 8.2 The OCOD-CTTP Marking Scheme
- 8.3 Record Keeping

9.0 Sitting the CXC Examination

10.0 CXC Grading Profiles

- 10.1 Definition of Profiles
- 10.2 The Profiles in a Nutshell

11.0 Detailed CXC Grading Profiles

11.1 English General Examination
11.2 Mathematics General Examination
11.3 Integrated Science General Examination
11.4 Social Studies General Examination

12.0 Face to Face Sessions & Pacing the Course

13.0 Materials, Supplies and Textbooks

14.0 Personalized Pacing

15.0 A Final Note

16.0 Glossary of Terms and Abbreviations

17.0 Appendices

1.0 INTRODUCTION

1.1 We hope that the assistance offered through the content of the modules and the design of the study process will help you when writing your CXC examinations.

1.2 The purposes of this booklet is to acquaint you with the content of your study material. Please read through this booklet and consult with your maker/tutor before you begin your course.

1.3 Any questions or concerns should be directed to your country co-ordinator and/or marker/tutor.

2.0 COOURSE CONTENT

2.1 Each course begins with a diagnostic /test which will be administered by your marker/tutor at the initial learner orientation. Using the results of this test, you and your marker/tutor will plan an individualized programme of study.

2.2 The courses are divided into units which roughly correspond to school terms. You spend approximately five school terms to complete the work and allow the equvialent of the final term for review of past papers.

2.3 You will work at your own pace and you may take more or less than two years to complete the course. CXC Maths and English exams can be written in either January or June and do not need a school based component. Remember to work with your marker/tutor to help ensure success as well as meet CXC examination registration deadlines.

2.4 At the end of each unit in the Maths and Social Studies course there is a unit test for you to see how well you have mastered the concepts in that unit. These unit tests have been prepared following the CXC format to give you practice in taking examinations before you pay to write your CXC final exam.

2.5 There is a school based assessment component in both the Social Studies and Integrated Science course which you must complete for submission to CXC.

2.6 Each unit of study in the four courses is further broken down into modules. The Social Studies and Integrated Science modules are topical while the English and Maths modules are sequential. Nonetheless, all the course designers and marker/tutors recommend that you complete the course in the order in which it is presented. The four courses contain the following number of modules:

English	23
Mathematics	30
Social Studies	33
Integrated Science	37

2.7 Each module in all four courses contain a colour coded cover sheet, a table of contents, an introduction, a cover page and objectives pages for each lesson within the module, a summary and, if needed a glossary. These have all been included to assist you with planning your study process as well as overcoming any difficulties you may have with the content.

2.8 Each course also includes an end of module test, an answer key and a marker/tutor response sheet for each module.

2.9 The four courses also include recommended text books which you should buy. There are two texts for English, two for Maths, one for Social Studies and two for Integrated Science. References to the text books are given in various lessons so it is important for you to purchase the texts before beginning the course (See Section 13.0).

2.10 You will need pens, pencils, an eraser, a ruler, a good dictionary an atlas, a mathematics set, a calculator, a pad of graph paper, a clock or watch, and various household items for "at home" science experiments. The supplies are relvant to your course study. You will also need an exercise book for your study notes, revisions and assignments as well as four, one to one and a half inch three ring binders for storing your modules and various marked tests. Organizing your study environment before you begin and keeping your work tidy in a systematic way will enhance your progress and success!

3.0 LESSON CONTENT

3.0 Distance education learning packages are 'reader friendly'. This programme is designed to be learner-effective and follows a pre-arranged style and format. Most of your lessons will contain the following:

1. The lesson cover page
2. The objectives/pre-planning sheet
3. An introduction to the lesson
4. Clearly marked sections or concepts for study
5. Specific exercises, activities and assignments for you to complete on your own
6. A summary
7. A checkpoint or self assessment test.
8. Answers for exercises/activities/checkpoints
9. Some lessons may contain certain laboratory sessions or research activities which are designed for comments by your Marker/Tutor, either by mail, telephone or at a face-to-face session.

3.1 The Lesson Cover Page

Each cover page mentions the title of the module and the title of the lesson. It also has a copyright sign and says "not for sale!"

3.2. The Objectives/Pre-planning Sheet

This page will tell you:

a) what you should know before you begin;

b) what you should learn from the lesson;

c) how much uninterrupted time you should set aside for study;

d) what materials you will need to have on hand before you begin.

3.3 Introduction to the Lesson

The introduction for every lesson is clearly marked in the left-hand margin of the lesson. This graphic is called a 'signpost'. Signposts enable easy reference for review purposes.

3.4 Concepts for Study

Most points and sub-points made on a topic are clearly identified by headings and sub-headings. These headings usually relate to the objectives page.

3.5 Exercises/Activities & Assignments

Just as in face-to-face learning, understanding comes with practice, application, questioning and expression. Every lesson has exercises/activities for you to work on. Some of you may wish to answer the questions asked right on the lesson page. This could help when you are revising.

You should have a separate notebook for most of the exercises and activities in the lessons. The signpost marks for you exercises and activities you are expected to complete on your own. You will see this signpost throughout the lesson and also at the end of the lesson.

The selected textbooks provide you with the opportunity to do even more practical work. If you think you need more practice, use the textbook exercises.

Most often, the writers refer you to particular pages of the textbook, but you can also use the glossaries and/or tables in the text to find more practical work.

3.6 Summary

Most lessons contain a summary which reinforces the concepts discussed in the lesson. These, too, are clearly marked for easy reference and should be re-read before you attempt your End of Module Test.

3.7 Checkpoint

(A)

OR

(B)

No doubt, if you were in a classroom learning situation, you would have a quiz or test after completing a topic. Your teacher might mark this, or have you mark someone else's work, or mark your own. In distance education, you are expected to mark your own self-assessment exercises (checkpoints).

The signposts indicating both the checkpoint and the checkpoint answers are shown here. You will find (A) in all English, Social Studies and Mathematics modules. (B) is used in all Integrated Science modules.

3.8 Exercises/Activities/ Checkpoint Answer Page

(A)

You should expect to see either or both of these symbols again at the end of your lesson. In most cases, the writer will provide you with suggested, model or correct answers, or they could list particular points which should have been included in an essay or report.

OR

(B)

If no answers are provided, this should also be stated. Nevertheless, there will be something there to assist you with your self-assessment.

4.0 SCHOOL BASED ASSESSMENTS

4.1 The Social Studies and Science courses require you to do outside research or laboratory work.

Throughout the course, these activities will be clearly marked with signposts.

4.2 School Based Assessment for Integrated Science

Each Integrated Science learner should have a school based assessment student activity pack which forms a part of the first unit study in the course. This student activity package consists of various sections entitled as follows:

Introduction
What Scientists Do
Skills for SBA
List of Suggested SBA Activities
Additional Questions for SBA Student Activities

The thirty-two experiments are meant to be completed in a laboratory setting at various face to face sessions throughout the course. All of the experiements are extracts of activities presented in the science modules. Your marker/tutor will also have a school based assessment handbook and will inform you about scheduling face to face sessions in a school lab.

5.0 CONTENTS OF THE LEARNING PACKAGES

5.1 English

After completing learner registration and orientation session, you should receive the following materials in your first learning package.

Unit 1 (a) this learner manual and module 1
(b) modules 2-6

Depending on the outcome of your orientation session with your marker/tutor (the results of your diagnostic tests, your pre-planned course of study, purchasing of the textbooks scheduled face to face sessions etc.) you will receive the remaining learning packages in the following blocks roughly corresponding to the school terms.

Unit 2 (a) modules 7-9
(b) modules 10-12

Unit 3 (b) modules 13-15

Unit 4 (a) modules 16-19
(b) modules 20-22

Unit 5 modules 23 - Lets' Review.

Your end of module tests, answer keys and marker/tutor response sheets will be sent to you based on the individual arrangements you make with your marker/tutor.

5.2 Mathematics

After completing learner registration and orientation session, you should receive the following materials in your first learning package.

Unit 1 (a) this learner manual and module 1
(b) modules 2-4
(c) modules 5-6

Depending on the outcomes of your orientation session (results of your diagnostics test, your preplanned course of study , purchasing of the textbooks, scheduled face to face sessions etc.), you will receive the remaining learning packages in the following blocks. These roughly correspond to the school terms.

Unit 2 (a) modules 7-9
(b) modules 10-12

Unit 3 (a) modules 13-15
(b) modules 16-18

Unit 4 (a) modules 19-21
(b) modules 22-23

Unit 5 (a) modules 24-26
(b) modules 27-30

Your end of modules test, answer keys and marker/tutor response sheets will be sent to you based on the individual arrangements you make with your marker/tutor. Results of your unit tests at the end of each school term will also be sent to you by your marker/tutor according to your personalized study plan.

5.3 Social Studies

After completing learner registration and orientation session, you should receive the following materials in your first learning package

Unit 1 (a) this learner manual and module 1
(b) modules 2-5

Depending on the outcome of your orientation session (results of your diagnostics test, your pre-planned course of study , purchasing of the textbooks, scheduled face to face sessions etc.), you will receive the remaining learning packages in the following blocks. These roughly correspond to the school terms.

Unit 2 (a) modules 6-9
(b) modules 10-12

Unit 3 (a) modules 13-16
(b) modules 17-18

Unit 4 modules 19-21

Unit 5 modules 22-27

Unit 6 modules 28-33

Even though there are six units in Social Studies to be completed in five school terms, remember that the last two units are optional examination topics and you could choose to do either one or the other or both if time allows.

Your end of module tests, answer keys and marker/tutor response sheets will be sent to you based on the individual arrangements you made with your marker/tutor. Results of your unit tests at the end of each school term will also be sent to you by your marker/tutor depending on your personalized study plan. Your choice of research topics for your school based assessment will also be decided upon between you and your marker/tutor.

5.4 Integrated Science

After completing learner registration and orientation session, you should receive the following materials in your first learning package

Unit 1 (a) this learner manual
school based assessment student activity packages
module 1
(b) modules 2-6
(c) modules 7-9
(d) modules 10-12

Depending on the outcome of your orientation session (results of your diagnostic test, your pre-planned course of study , purchasing of the textbooks, scheduled face to face sessions etc.), you will receive the remaining learning packages in the following blocks.

Unit 2 (a) modules 13-16
(b) modules 17-20
(c) modules 21-23

Unit 3 (a) modules 24-29
(b) modules 30-33
(c) modules 34-37

These unit blocks do not necessarily correspond to school terms but it is estimated that you will take approximately 70 hours of study to complete modules 1-12; 71 hours to finish modules 13-23 and 76 hours to do modules 24-37. Face to face sessions and lab time for school based assessments throughout the five terms will have to be negotiated with your marker/tutor and Country C-ordinator.

6.0 STUDY FLOW CHART

6.0 Examine the Learner Study Flow Chart on the next page to see what is expected of you.

6.1 STEP 1 Module Distribution and Local Office

Regional office sends learning packages to the local Country Co-ordinators for storage and distribution to the learners via marker/tutors. This material is filed individually by subject and a marker/tutor assigned to individual learners.

Diagnostic tests, unit packages, end of module test papers, EMT answer keys, unit tests and unit test answer keys (if appropriate) are all kept in the local country co-ordinator's office for eventual distribution depending on learners' individual study plan as negotiated between the learner and marker/tutor.

The Country Co-ordinator keeps up-to-date, accurate information on each learner regarding learner characteristics, learner performance on EMT's, learner registration information regarding CXC, counselling information, turn around time, learner performance on CXC exams, marker/tutor performance etc. This information is crucial for ongoing feedback and consistent project assessment from country to country.

6.2 STEP 2 Face-to-Face Start-up Session - Learners Orientation

Country Co-ordinators and marker/tutors hold a week long orientation session for initial learners. During this week, diagnostic tests are written and evaluated individual study plans are worked out between each learner and marker/tutor, and various distance education and adult education topics and strategies are discussed. (Examples include goal setting, decision making, problem-solving, tenacity, self-image, conflict resolution, study skills, time and stress management, learner feedback, management of your study environment, pacing and registration deadlines, turn around times, etc).

At this week long session learners receive and work on their first learning package with their marker/tutor, as well as establishing deadline dates for completion of work and dates for face to face tutorials and lab sessions for school based assessment work in Social Studies and Integrated Science.

6.3 STEP 3 Learner's Supplies

Educational supplies (e.g.notebooks, pens, pencils, an eraser, a good dictionary, a calculator, a mathematics set, etc.) are purchased by the learner.

6.4 STEP 4 Commence Home Study

You complete all assigned work, note problems or concerns and address these concerns to the Marker/Tutor by telephone tutoring session, by mail or at a face to face session.

6.5 STEP 5 Submitting Work to Tutor

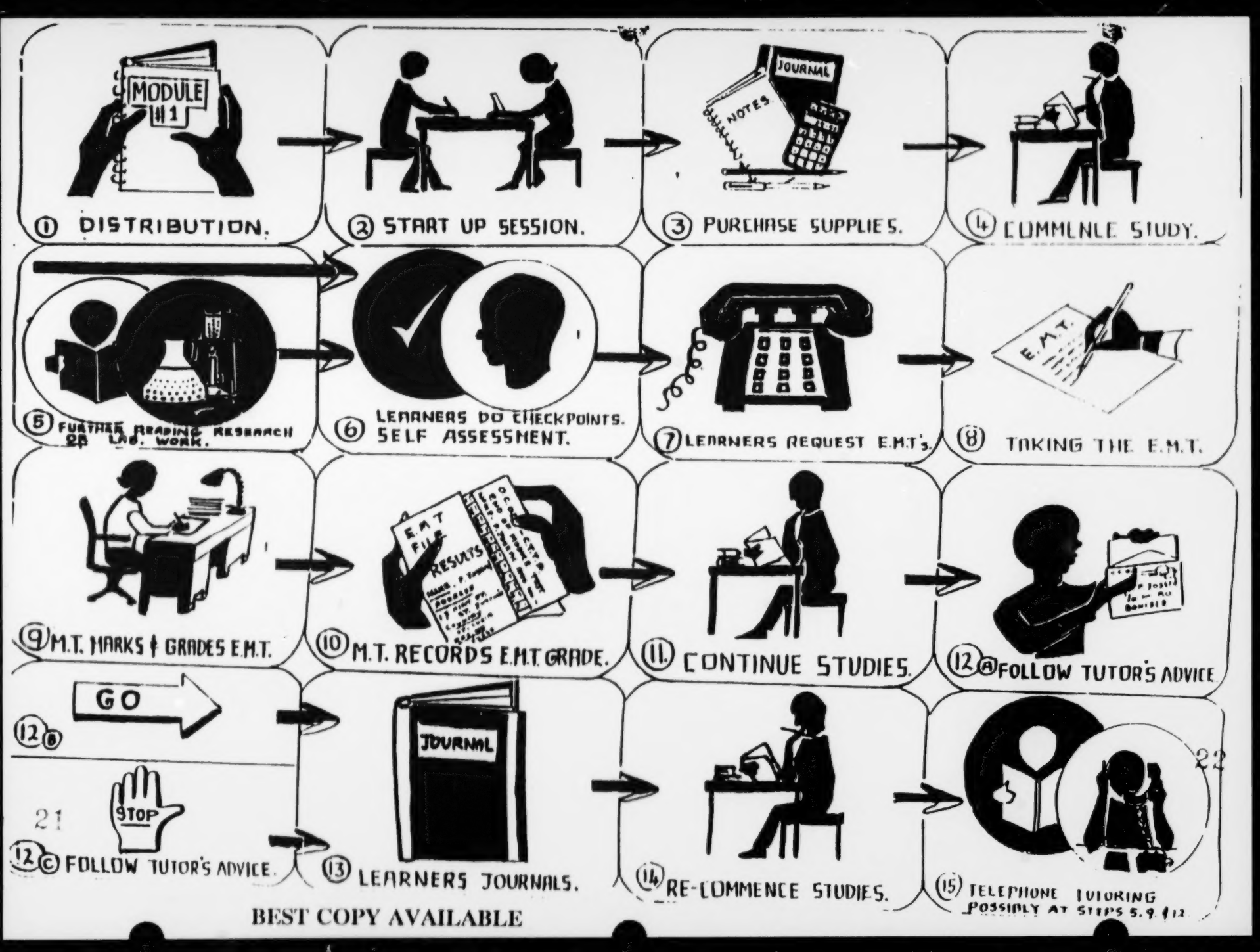
The learner submits work to the tutor based on the individual work plan and the time planned to complete the course.

6.6 STEP 6 All Learners complete checkpoints and revise as needed, based on self-assessment.

6.7 STEP 7 Ordering EMT's

This will depend on the individual study plan you worked out with the marker/tutor and country co-ordinator. Some learners prefer to do the EMT's one by one after completing the module, others choose to do them a few at a time.

Some field-testing learners may find it easier to collect their EMT's from the local officer while others may collect them from their marker/tutor. The choice is yours depending on how you study and how long it takes for the material to reach you at home.



BEST COPY AVAILABLE

6.8 STEP 8 Taking the EMT

a) You are expected to take the End of Module Test by yourself at home but under examination conditions i.e. tests are timed, no reference is made to textbooks or the lessons, mark breakdown is noted etc.

b) Learners send EMT's to their marker/tutors for marking, grading and comments.

This step is particularly important especially for learners who have been unsuccessful in past CXC exams. Some learners who did not do well academically in the project did not complete the end of module tests as advised. Please bear this in mind when making your individualized0 plan with your marker/tutor.

6.9 Marking & Grading the EMT

The Tutor will fill in two forms:

- the yellow form entitled "The Cover Page/Marking Form" (Appendix A) on which the general comments are written;

- the EMT Marking Scheme which is included with every EMT. (Appendix B)

The Marker/Tutor also sends a duplicate copy of the cover page to the Country Coordinator for her student records.

6.10 STEP 10 Recording the EMT Grade

The Marker/Tutor records your grade on the record-keeping form (Appendix C), advises you in writing about your performance on the test, and returns your marked and graded EMT and the other completed forms listed in Step 9.

Keep these forms in a safe place as they will chart your progress through the course and will assist you in deciding when you are ready to write your final examinations.

6.11 STEP 11 Continue with Studies

While awaiting the return of your graded EMT, you should continue with the next module.

6.12 STEP 12 Follow Your Tutor's Advice

a) Please examine carefully all forms/comments returned by Marker/Tutor and respond if you wish to the Marker/Tutor comments.

b) If you did well, continue with the next module.

c) If you did NOT do well, the Marker/Tutor may require you to re-study a module or certain lessons in the module. The Marker/Tutor will indicate whether an individual tutoring session is necessary at this point.

6.13 STEP 13 Learner's Journal

Keeping a journal throughout the time that you are a distance learner is a great way of providing feedback to the administrators of the project who are interested in on-going assessment of both the content of the work you are studying and the process or way in which you go about your work.

Keeping a journal also helps with the writing of continuous prose - a skill greatly needed when writing essays in your final CXC examinations.

A separate pamphlet on journal writing will be included in the learner orientation sessions.

7.0 OTHER LEARNER ACTIVITIES EXPECTED

There are other activities in the delivery process which are designed for learner support and programme assessment.

7.1 Learner Questionnaires

Periodically, your country co-ordinator will ask you to complete various questionnaires. These will provide assistance in:

- determining and recommending effective study routines
- revision of module content and where necessary
- streamlining the distribution and marking process

Please ensure that you fill out fully and accurate any questionnaires that you receive. Please put a line through items which you don't wish to answer rather than just leaving them blank.

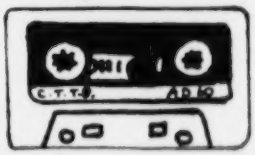
7.2 Term Tests

Those of you studying Maths and Social Studies will be expected to do unit tests given by your Marker/Tutor.

In Maths these come at the end of Modules 6, 12, 18, 23 and 30. In Social Studies, they come after Modules 6, 12, 18, 21, 27 and 33.

These tests will help you to understand how the CXC Profile system of marking is done and make you more aware of the types of questions you may be asked in your CXC examination.

7.3 Audio Tapes



Supporting audio tapes may be developed during your course of study. Some of these tapes may be sent to you for your comments.

Many field-testing learners and course developers have felt that audio tapes supporting the following topics might prove useful. Potential topics identified by subject area and module are listed as follows:

7.3(a) English (References Modules 5, 8, 9, 10, 11, 12, 13, 16, 17)

1. Picking out important facts and keeping to the point
2. Literary devices used in prose and poetry e.g. symbolism
3. Advertisements, magazine articles, speeches/ seminars, letters of persuasion
4. Comprehension, summaries, reports
5. Descriptive writing
6. Letters and short story writing

7.3(b) Mathematics (References Modules 2, 3, 4, 8, 9, 16, 19, 20, 24, 27, 28)

1. Squares and square roots; how to read tables (M02)
2. Problem solving,; reinforcement of strategies; additional problems (M 03)
3. Number bases; place value, LCM and HCF (M 04)
4. Algebra 1 (M 08)
5. Measurement I - scale and accuracy, error in measurement (M 09)
6. Change of subject; fractional indices (M 16)
7. Inverse of a function, composition of functions (M 19)
8. Quadratic equations - methods of solution, explanation of - b) in formula b} r 4 ac, {negative number} all tied to directed number. algorithm for factorization. (M 20)

9. Trigonometry I - uses of trigonometry, teaching how to read tables (M 24)

10. Matrices (M 27)

11. Definition of types of matrices, uses of matrices, transformation of matrices, multiplication of matrices (M 28)

7.3(c) Social Studies (References modules 21, 5)

1. Co-operation within the OECS. (M 21)

2. Social Problems - drugs, teenage pregnancy, HIV etc. (M 05)

7.3(d) Integrated Science (References modules 2, 4, 9, 18, 21, 22, 28, 32, 33)

1. Making Water Safe to Drink (M 02)

2. Fish Farming (M 04)

3. Radiation as a form of Heat (M 09)

4. Radiation as a form of Acid, Base, Salt (M 09)

5. Information on Drugs (M 18)

6. Carrying on the Species (M 21)

7. Co-ordination in Plants and Animals (M 22)

8. The Greenhouse Effect (M 28)

9. Waves, Sound and Music (M 33)

10. The Ear and Hearing (M 33)

7.4 Telephone Tutoring/Counselling

You are expected to keep in touch with your marker/tutor for help throughout the course. You are also expected to initiate calls at a time previously arranged between you and your marker/tutor.

Headmasters may allow you to work at your desk before or after school hours..You may be allowed to use the school telephone once a week to speak to the marker/tutor. You may correspond with your marker/tutor or meet at face to face sessions.

Regular contact between you and your marker/tutor is crucial especially during the first months of your course. Even the most tenacious and strong-willed adult learners tend to procrastinate when faced with different and difficult situations! Be sure to arrange a study plan with your marker/tutor at the beginning of your course. It is a good idea to keep a progress report.

7.5 Peer Tutoring/Study Partners

We have found that those learners who worked with a study partner taking the same or even a different course did better than those learners who attempted everything on their own. Some learners contacted their principal, a colleague, their country co-ordinator or their marker/tutor once per week. Those who followed this practice were most often more successful and motivated over a longer period of time than those learners who tried everything alone. Where do you fit in on the dependence, inter-dependence and independent continuum? Life long learning is more often than not an inter-dependent activity.

7.6 Face-to-Face Sessions and Distance Education

These four distance learning courses were designed for you to do at home, by yourself and, in the case of Integrated Science, in a lab setting with your fellow students and your marker/tutor. Social Studies learners are required to do research in the field with the guidance of the marker/tutor. They were not designed to supplement classes conducted by a teacher.

Nonetheless, joining a support group of people with similar problems does help eliminate the feeling of isolation we need to tackle problems together seeking joint solutions. The face to face sessions as a part of the study process, were designed to assist learners who were having similar problems with the content of certain materials in the courses.

The OCOD-CTTP distance education course is described as print-based and potentially audio-supported with face to face sessions built in. Once you have mastered the study techniques and skills required of an adult learner studying at distance, you will be in a good position to successfully continue your education and perhaps use other more sophisicated but espensive methods like computer net working, faxing, teleconferencing and audio conferencing.

In future, some of the face to face sessions which form a part of your course could be done through either audio or visual telec-onferencing using either a classroom or your own living room. For now, you do the travelling to meet people providing the needed information and assistance rather than having one hundred percent of the information doing the travelling to you. Just imagine the opportunities that will be available to assist children learn at a distance in the next 25 years!

8.0 THE END OF MODULE TEST

Every module in the course has an End of Module Test [EMT]. Each test contains the mark allocation, based on the CXC profiles for the particular subject. This helps to ensure consistency and objectivity in marking and grading within subjects and across countries participating in the project. It also helps you prepare for your final regional CXC examinations.

When you feel you have successfully completed all the lessons and mastered the content, you will be ready to do your EMT. This will be supplied through your Country Coordinator.

8.1 Marking and Grading the EMT

During the curriculum development phase of the OCOD-CTTP project many questions arose from the course developers, marker/tutors and the learners themselves about marking and grading the EMT's.

Every learner wants to obtain a level 1 or 2 pass on the CXC examination. A level 3 or 4 pass is just not good enough! Therefore we decided that, although the CXC profiles in each subject would be different, any learners achieving below 60% on an EMT would be asked to review the whole module, or part of a module with the help of their marker/tutor and do the test a second time.

8.2 The Marking Scheme for CTTP Subjects

The marking scheme for the CTTP project will be as follows:

	WORD	LETTER	PERCENTAGE SCORE
1.	Excellent	A+	95 - 100%
2.	Very Good	A	85 - 94%
3.	Good	B+	75 - 84%
4.	Satisfactory	B	70 - 74%
5.	Fair	C+	66 - 69%
6.	Marginal	C	60 - 65%
7.	Try Again	-	Below 60%

Table IB-01: CTTP Marking Scheme

Based on this marking scheme, please be aware of the following requirements:

a) The Marker/Tutor may ask you to revise, correct and re-write parts of an End of Module Test.

b) Your Marker/Tutor will ask you to repeat the whole Test if your score is below 60%.

8.3 Recording Your EMT Test Results

In the appendices which are included at the end of this handbook you will see various forms which enhance the learning process and the delivery system. Keeping accurate records is very important in this type of education not only for research purposes but also for marker/tutor evaluations, counselling and tutoring time spent, future funding and costing, materials development for face to face sessions and learner revisions prior to the exam.

Your marker/tutor will teach you about the importance and use of the various forms and show you how you can use these forms to help you revise your work.

The forms which are in the appendix include the following:

1. A sample EMT cover sheet for a modules
2. A cover page/marking form.
3. A sample page from an EMT marking scheme sheet
4. A personalized EMT record keeping progress form
5. A tutoring record form
6. An Integrated Science school based assessment card

Knowing where you went wrong will help you to revise!
Listen to your Marker/Tutor!

9.0 SITTING THE CXC EXAMINATIONS

It is not wise to write the CXC examination before completing the course. You may well be disappointed that you do not get a grade 1 or 2 pass.

Working out an individual study plan and discussing revisions to your plan as you progress through the course is important. CXC exam registrations for June of any given year usually take place in the previous October so it is important for you to keep up with your work plan to ensure success. Consult frequently with your marker/tutor!

Some learners registered for, paid for and sat the exam just for the experience. If this is not an option in your country, or if you have never sat the exam before, we would strongly recommend that you complete the whole course and get a level 1 or level 2 pass in all your EMT's before sitting your regional exam. That way you will no doubt avoid disappointment and save money!

The intent of the course designers is not only to help learn the material very well but also to be aware of and comfortable with the way you are expected to perform in the final regional examinations. If you write your EMT's under exam conditions, you should get plenty of practice in examination techniques.

10.0 CXC GRADING PROFILES

10.1 Definition of Profiles

Profiles are outlines of certain characteristics of a student's work. They give information about the student by highlighting their strong and weak points.

10.2 The Profiles in a Nutshell

The following table lists the CXC profiles. Marker/Tutors, will be happy to explain them further.

COURSE	PROFILES	CODE
ENGLISH LANGUAGE	- UNDERSTANDING	U
	- EXPRESSION	E
INTEGRATED SCIENCE	- KNOWLEDGE & COMPREHENSION	KC
	- ENQUIRY SKILLS	E
	- PRACTICAL SKILLS	PS
MATHEMATICS	- RECALL	R
	- ALGORITHMIC THINKING	AT
	- PROBLEM SOLVING	PS
SOCIAL STUDIES	- KNOWLEDGE	K
	- INTERPRETATION	I
	- APPLICATION	A

Table IB-02: CTTP Course/CXC Profile Codes

The following CXC profiles have been prepared for you by marker/tutors in the CTTP. Knowing how the exams are graded can help you both as a student and as a teacher. If you are a teacher this knowledge will help you prepare for your own examination as well as how to set examination.

11 DETAILED CXC GRADING PROFILES

11.1 English General Examination

11.1A. Structure of the Examination.

Your English examination will consist of two papers. One paper will be multiple choice, and the other will be a free response (essay and short answers). You will be allowed 1° hours to write the first examination and 2 hours and 50 minutes for the second.

11.1B. Profiles: Understanding & Expression

1. The profile **understanding** will test the following skills:

   a) Your ability to understand:

   - the meaning of words, sentence structure and paragraph construction;
   - the importance and use of punctuation.

   b) Your ability to:

   - recognise facts stated clearly;
   - read between the lines;
   - recognise cause and effect relationships;
   - tell the difference between main and supporting ideas;
   - draw valid conclusions from information presented.

   c) Your ability to:

   - respond to good literature, e.g., novels, short stories, poems and plays;
   - write your views and opinions about what you have read;

- relate the ideas expressed in literature to everyday life.

d) Your ability to:

- distinguish factual statements from opinions;

- recognise different shades of meaning in the use of words and presentation of ideas;

- recognise and comment on the use of persuasive language used on radio, television and in speeches, debates, etc.

2. The Profile **expression** will test the following skills:

a) Your ability to:

- write clear instructions, directions and explanations with concise reports;

- develop a topic.

b) Your ability to:

- write short stories, poems, plays.

c) Your ability to:

- present a logical argument in written and oral debates;

- write comments on proposals and situations of various kinds; e.g., transport/traffic rules, community projects, etc.

11.2 Mathematics General Examination

11.2A. Structure of the Examination

The CXC Mathematics examination consists of two papers.

In Paper I, you will be required to answer 60 multiple choice items in 90 minutes.

Paper II has two sections. You will have to answer all of the questions in Section 1. Section 2 consists of six questions. You will be required to answer any two of these questions. The time allotted for this paper is 2 hours and 40 minutes.

11.2B. Profiles: Recall, Algorithmic Thinking, Problem Solving

1. **Recall** involves being able to remember the basic facts, rules, definitions and procedures in mathematics.

Some examples include:

Being able to

a) add integers;

b) state the properties of a parallelogram.

2. **Agorithmic Thinking**

This profile tests various abilities. These include:

a) using rules and definitions;

b) following a sequence of steps necessary to obtain an answer;

c) changing from one mathematical format to another.

Some examples of these abilities include the following:

i) solving an equation;

ii) constructing a diagram given several pieces of information.

3. **Problem solving**

Problem Solving tests the ability to use the information in a problem to obtain a mathematical expression or equation. You may also be asked to use two or more procedures in solving a problem, or to prove given statements.

For example, you may be asked to:

a) analyse data presented in a graph;

b) form an equation from information given in a word problem.

11.3 Integrated Science General Examiniation

11.3A. Structure of the Examination

The CXC Integrated Science examination consists of three segments: two papers and the school based assessment.

In Paper I, you will be required to answer 60 multiple choice questions in 75 minutes.

Paper II has two sections. In Part A you must answer 4 compulsory, structured questions. In Part B, you must answer two compulsory extended essay questions. You will have 2 hours and 15 minutes to complete this paper.

The third part of the examination will be based on an evaluation of practical skills which you display in laboratory sessions or field trips. Your Marker/Tutor will provide more details about the structure of these graded experiments.

11.3B. The Profiles: Knowledge & Comprehension, Enquiry Skills, Practical Skills

CXC assesses each candidate on three profile points: knowledge and comprehension, enquiry skills and practical skills. Knowledge and comprehension and enquiry skills are assessed in the written examination, Paper I and the school based assessment.

In keeping with this regulation, all questions in your End of Module Test will reflect both knowledge & comprehension and enquiry skills.

1. **Knowledge and Comprehension** requires that you:

a) remember facts, principles and procedures. Examples include:

i) giving a definition

ii) stating a law

iii) describing an experiment.

2. **Enquiry Skills** are broken down into seven other skills

a. Analysing - breaking down a body of information into parts and describing the relationship between the parts

b. Synthesizing - building a pattern or structure based on bits of information given

c. Evaluating - making judgements using two or more criteria at the same time.

d. Classifying - grouping according to observed common properties.

e. Inferring - explaining your observation.

f. Predicting - stating a future occurrence based on trends or observed patterns.

g. Experimenting - making hypotheses

- planning tests for hypotheses

- controlling variables.

As you go through the tests, your Marker/Tutor will indicate examples of these skills.

3. There are six **Practical Skills.** These are:

a. observation

b. manipulation

c. recording

d. interpretation

e. cooperation

f. persistence.

Your Marker/Tutor will explain what these are at your first face-to-face laboratory session.

11.4 Social Studies General Examinations

11.4.1. Structure of the Examination

The Social Studies examination comprises four parts. The first paper is a 60 item multiple choice examanation which you must complete in 1 hour. There will be 28 questions which test KNOWLEDGE, 20 questions which test INTERPRETATION and 12 questions which test APPLICATION.

The second paper is 1 hour and 30 minutes. This paper requires answers in sentence and paragraph form. Candidates will be required to answer 4 questions, at least one from each of two sections. The four questions are worth 15 points each: 6 for knowledge, 6 for interpretation and 3 for application.

The third paper consists of three sections and involves the writing of three out of twelve essays, one per section. Each essay is worth 20 marks: 7 for knowledge, 7 for interpretation and 6 for application. Candidates will have 1 hour and 45 minutes to complete this paper including reading and choosing questions.

Marks are awarded according to the profile points allotted to each question. The marks are then converted to a percentage and graded in a way similar to the grading scheme for the CTTP End of Module Tests.

As of June 1993, CXC in Social Studies has also introduced a school-based assessment component to the course. The focus of this component is field work and the production of a final research paper in a given area. You are therefore expected to attend face to face sessions throughout the course. Some of these sessions will focus on research methodology and report writing. Your marker/tutor will provide more details about the structure of these graded sessions.

11.4.2. The Profiles: Knowledge, Interpretation and Application

a) Definition of Profile

A profile is an outline of certain characteristics of the student's work. The profile gives information about the students and highlights their strong and/or weak areas.

b) Profiles in Social Studies

i) **Knowledge:** ability to recall facts, terms, concepts and principles.

ii) **Interpretation:** ability to understand and explain concepts and give information presented in different forms.

iii) **Application:** ability to use in new situations materials and information provided or learned, and to show competence in evaluating information, organising ideas and making decisions.

12.0 FACE-TO-FACE SESSIONS

The total number of face to face sessions depends on the kind of delivery system various countries and their institutions devise, these in turn will be based upon the kinds of learner supports avaiable. Factors such as learner costs, marker/tutor to learner ratios, marker/tutor salaries, managerial costs, learner fees etc. will all have to be taken into account before deciding on the needed number of face to face sessions.

Nonetheless, we learned valuable lessons during the field testing period for these courses and know how important face to face supports are to the success of the entire venture. Based on recommendations outlined in the Miller report, face to face sessions over a two year period should be held during the teacher vacation periods and the school term.

By using the information regarding topics of proposed face to face sessions and the proposed delivery system, each marker/tutor should be able to complete and revise as needed an excellent, flexible, relatively inexpensive and workable study plan with all learners throughout the length of the course.

The 27 days over a two year period should be ample time for:

- learner training
- curriculum supports and upgrading
- study and exam strategies development
- practical work in integrated science and social studies
- revision and examination preparation

13.0 MATERIALS, SUPPLIES AND TEXTBOOKS

Some of the materials and supplies that you will need for your courses of study have already been mentioned in section 2.9 and 2.10 of this handbook. It is your responsibility to establish an effective study environment; however, the issue of textbook costs could be defrayed in your country or a lending library could be established. Check with your country co-ordinator and/or marker/tutor to find out more about text books. The titles per course are listed as follows.

13.1 English

Cecil Gray, English for Life, Revised Edition (Hong Kong: Thomas Nelson and Sons Ltd.) 1985.

Rhodri and Cousins, New English for the Caribbean, Book 4 (Great Britain: Heinemann Educational Books, 1984). - $30.90

13.2 Mathematics

V. Bentt, S. Bynoe, N. Goldberg, M.P. Singh, M.E. Wardle, C.J Weeks, Oxford Mathematics for the Caribbean Book 4, (Great Britain; Oxford University Press 1989) - $43.65

A Greer & C.E. Layne, Certificate Mathematics, (Great Britain; Stanley Thornes Ltd. 1986) - $36.00

13.3 Social Studies

I.B. Beddoe, L. Bernard, B.A. Rohlehr, K. Seepersad, Social Studies for the Caribbean CXC Core Units and Options, (London; Butler and Tanner Ltd, 1983, 1989). - $37.15

Paul Mathias, Multiple Choice Questions for CXC Social Studies, (Great Britain: Hodder and Stoughton 1984).

13.4 Integrated Science

A Farley, W. King, N. Lambert, V.Mc Clenan, Science About Us, (United Kingdom: Heinemann Educational Books 1985). - $23.75

Mitchelmore, Phillips, John Steward, CXC Integrated Science, (Great Britain: Cambridge University Press, 1987). - $46.10

14.0 PERSONALIZED PACING

Pacing has been already mentioned in your handbook in sections 2.3, and 12. It is a frequent topic because it is a frequent problem for most of us who often just run out of time.

One of the advantages of being an independent adult learner is that you have some control over setting the pace of your studies. In a classroom setting, the pace is controlled by the need to cater to the entire group at the same time.

As a working adult, you will have other pressing commitments, but it is essential that you set yourself a time-table for study.

The field-testing learners completed a 'Time Line' assignment at their orientation session where they learnt to begin with a realistic goal and work backwards to the present.

In school, students take approximately 72 five day weeks over 2 years to prepare for the CXC exam, but they do more subjects. However, this indication of the time required should help you to plan your own study schedule to enable you to complete the course in a timely fashion.

More assistance in planning will be given after you start the course. For now, a good 'rule of thumb" is to take no longer than the suggested time of 1 - 1° hours to do a lesson, and no longer than 2 weeks to do an entire module.

Time goes by quickly. Remember - the earlier modules are the easier ones!

15.0 A FINAL NOTE!

Learning **how** to learn is as important as learning **what** to learn. Knowing what is expected of you is helpful as you design a path to your goals. Knowing some of the hurdles you may face along the way allows you to prepare yourself for your journey.

16.0 GLOSSARY OF TERMS & ABBREVIATIONS

CC	Country Coordinator - your principal OCOD administrator in your country
Checkpoint	The self-check assessment at the end of most lessons
EMT	End of Module Test. A summative assessment of your grasp of the content of the module
Lesson	A section of a module dealing with a special area but related to the central theme
Module	A complete unit of work arranged around a theme (e.g., 'The Individual', 'Water in Living Things') or a particular concept (e.g., 'Problem Solving' 'Sorting the Facts')
MT	Marker/Tutor - your teacher/mentor at a distance
Profiles	Outlines of certain characteristics of students being tested, which indicates their strong and weak areas
Objectives	A list of statements at the beginning of each lesson predicting what the learning outcome will be for the Learner once the lesson has been completed
SBA	School Based Assessment. The practical portion of the Integrated Science Course and Social Studies courses
Signpost	A small symbol in the left margin of the lesson to denote and highlight certain sections of the lesson consistently

17.0 APPENDICES

17.1 A Sample EMT Cover Sheet for a Module

17.2 A Cover Page/Marking Form

17.3 A Sample Page from an EMT Marking Scheme Sheet

17.4 A Personalized EMT Record Keeping Progress Form

17.5 A Tutoring Record Form

17.6 An Integrated Science School Based Assessment Card

17.7 A Sample Schedule for Pacing Face to Face Contacts

APPENDIX A:

COMPREHENSIVE TEACHER TRAINING PROJECT

Cover Page/Marking Form

Grade:	
Marker/Tutor's Name:	
Registration No.:	
Course Name:	
Module Name and Number:	
EMT Name and Number:	
Date:	

Print Your Name and Mailing Address

Name:
Address:

Learner's responses to Tutor

Tutor's comments to Learner about EMTs

COURSE: MATHEMATICS

MODULE: 01 - COMPUTATION - PART I

E M T

END of MODULE TEST

requires

ENERGY • MOTIVATION • TIME

Learner's Name: _____

Tutor's Name: _____

Date Written: _____ Date Returned: _____

Learner's % Score

_____ _____

Tutor's Initials

APPENDIX F: School Based Assessment Record Card

CARIBBEAN EXAMINATIONS COUNCIL

HEADQUARTERS

INTEGRATED SCIENCE (SINGLE AWARD) - SBA RECORD CARD

Local Examination: _____ Sheet ___ of ___

SCHOOL CODE NO.: _____ NAME OF SCHOOL: _____ NAME OF TEACHER: _____

	REG. NO.	CANDIDATE'S NAME (Alphabetical Order)	DATE OF BIRTH	YEAR I 19__							YEAR II 19__							REMARKS
				MAN /4	OBS /4	REC /4	INT /4	CO-OP. /4	PER. /4	TOTAL /24	MAN /4	OBS /4	REC /4	INT /4	CO-OP /4	PER /4	TOTAL /24	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		

NAME OF TEACHER: _____ SIGNATURE OF PRINCIPAL: _____ DATE: _____

BEST COPY AVAILABLE

COURSE: MATHEMATICS

MODULE: 01 - COMPUTATION - PART I

E M T

END of MODULE TEST

requires

ENERGY • MOTIVATION • TIME

Learner's Name: _____

Tutor's Name: _____

Date Written: _____ Date Returned: _____

Learner's % Score

_____ _____

Tutor's Initials

APPENDIX F: School Based Assessment Record Card

CARIBBEAN EXAMINATIONS COUNCIL

HEADQUARTERS

INTEGRATED SCIENCE (SINGLE AWARD) - SBA RECORD CARD

Year of Examination: _____ Sheet ___ of ___

SCHOOL CODE NO.: _____ NAME OF SCHOOL: _____ NAME OF TEACHER: _____

	REG. NO.	CANDIDATE'S NAME (Alphabetical Order)	DATE OF BIRTH	YEAR I 19__							YEAR II 19__							REMARKS
				MAN /4	OBS /4	REC /4	INT /4	CO-OP /4	PER /4	TOTAL /24	MAN /4	OBS /4	REC /4	INT /4	CO-OP /4	PER /4	TOTAL /24	
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		

NAME OF PRINCIPAL: _____ SIGNATURE OF PRINCIPAL: _____ DATE: _____

BEST COPY AVAILABLE

OCOD - CTTP • END OF MODULE TEST • RECORD KEEPING FORM

NAME: ..... Home Phone: ..... COUNTRY: ..... REG. NO: ..... MARKER/TUTOR: .....

ADDRESS: ..... Work Phone: ..... SUBJECT: ..... CODE: ..... LAST NAME: ..... DATE REG'D: .....

MOD. NO.	DATE TO LEARNER	DATE REC'D	DATE RET'D	% EMT 1	% EMT RW	MOD. NO.	DATE TO LEARNER	DATE REC'D	DATE RET'D	% EMT 1	% EMT RW	MOD. NO.	DATE TO LEARNER	DATE REC'D	DATE RET'D	% EMT 1	% EMT RW
01						15						29					
02						16						30					
03						17											
04						18						31					
05						19						32					
06						20						33					
07												34					
08						21						35					
09						22						36					
10						23						37					
						24						38					
11						25											
12						26											
13						27											
14						28											

COMMENTS ON MODULES

SBA % Av.	EMT % Av.	RECOM FOR CIC
		YES NO

Attendance at Tutorials: .....

No. of Phone Tutorials: .....

Congrats letter sent .....

Date: .....

APPENDIX C1

OCOD - CTTP • TUTORING RECORD FORM

Course: .....

DATE OF ASSIST.	MODULE	LESSON	TYPE OF ASSISTANCE			TIME	COMMENTS
				IT	GT		

CODE (Check One)

TT - Telephone Tutoring

IT - Individual Face-to-Face

GT - Group Face to Face